OE FORM 6000, 2/69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

ERIC ACC. NO. ED032451

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒
ERIC REPRODUCTION RELEASE? YES ☐ NO ☒
LEVEL OF AVAILABILITY I ☒ II ☐ III ☐

CH ACC. NO.	P.A.	PUBL. DATE	ISSUE
AA 000 415		Nov 69	RIEFEB70

AUTHOR
Culmer, Mabel

TITLE
Prospectus for Developing a Reading Resources Network Center.

SOURCE CODE	INSTITUTION (SOURCE)
JQB36825	Indiana Univ., Bloomington.

SP. AG. CODE	SPONSORING AGENCY

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.25;2.10		

REPORT NO.	BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE 40p.

DESCRIPTORS
*Reading; *Reading Research; *Information Networks; *Information Centers; *Information Dissemination; Information Services; Microfiche; Educational Research; Universities; Colleges

IDENTIFIERS

ABSTRACT
Guidelines for establishing reading resources information centers in the reading programs of 25 universities and colleges strategically located throughout the United States are suggested. The 25 center directors are listed, with a map showing the school's location in each case. The central coordinator for the system is the ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER), which is jointly sponsored by the International Reading Association, Indiana University, and the Educational Resources Information Center (ERIC) of the United States Office of Education. Included in this prospectus are a schedule of major activities, lists of long-range and immediate objectives, an organizational plan, lists of equipment and materials with approximate cost, and procedures for processing information requests, information dissemination, and evaluation of services. A complete set of ERIC/CRIER publications, which will be provided for reference, are listed in an appendix. Also listed are International Reading Association publications which will be purchased for inclusion in the basic collection. Other information sources recommended by ERIC/CRIER can be found in the "Current Index to Journals in Education"(CIJE). (CM)

GPO 870-390

ED 032 451

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROSPECTUS FOR DEVELOPING

A

READING RESOURCES NETWORK CENTER

November, 1969

Mabel Culmer
Coordinator
Reading Resources Network Centers

AA 000 415

ERIC/Clearinghouse on Retrieval of Information and Evaluation on Reading ... a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE.

PROSPECTUS FOR DEVELOPING
A
READING RESOURCES NETWORK CENTER

I. INTRODUCTION

The establishment of specialized information centers in education is a development that has taken place in the past decade. The centers serve a wide variety of purposes and functions. The general goals of such centers are organized to facilitate the transfer of knowledge. These goals are directly related both to the management of effective educational institutions and to the maintaining and achieving of progressively higher societal and cultural goals.

The purpose of this prospectus is to provide the directors of the Reading Resources Network Centers with guidelines to assist in the organization of the individual centers within the Network.

James L. Laffey
Project Director ERIC/CRIER
200 Pine Hall
Indiana University
Bloomington, Indiana 47401

SCHEDULE FOR ESTABLISHING THE READING RESOURCE CENTER

DATE	COMPLETED ACTIVITY
December 15, 1969	Necessary IRA, ERIC/CRIER, and ERIC Publications are ordered.
December 15, 1969	Reading Resource Center Advisory Panel is identified and organized.
January 15, 1970	The goals and objectives of the Center are examined and discussed by the Advisory Panel.
February 1, 1970	Reading Resource Center staff is hired and trained (see Appendix E).
February 20, 1970	The Reading Resource Center materials are catalogued, filed, and shelved. (See Appendix D for ERIC/CRIER Index Form.)
March 10, 1970	A representative list of reading educators are identified in the local area.
March 20, 1970	The Reading Resource Center is operational.
April 1, 1970	Information on the purposes and services of the Center is disseminated to potential users in the local community (researchers, teachers, administrators, graduate students, interest groups, etc.)

PARTICIPATING DIRECTORS
of the
READING RESOURCES NETWORK CENTERS

1. William Powell - University of Illinois - Urbana, Ill. 61801
2. Alan Robinson - Hofstra University - Old Westbury, N.Y. 11568
3. Larry Harris - University of North Dakota - Grand Forks, N.D. 58201
4. John Sherk - University of Missouri - Kansas City, Mo. 64141
5. Sterl Artley - University of Missouri - Columbia, Mo. 65201
6. Ira Aaron - University of Georgia - Athens, Ga. 30601
7. Mildred Bailey - Northwestern State College - Natchitoches, La. 71457
8. Donald Gallo - University of Colorado - Denver, Colo. 80210
9. Ramon Ross - San Diego State College - San Diego, Calif. 92115
10. William Harmer - University of Texas - Austin, Tex. 78712
11. Thomas Barrett - University of Wisconsin - Madison, Wis. 53706
12. Morton Botel - University of Pennsylvania - Philadelphia, Pa. 19104
13. Dorothy Bracken - Southern Methodist University - Dallas, Tex. 75222
14. Frank Christ - Loyola University - Los Angeles, Calif. 90045
15. Barney Coulter - Western Michigan University - Kalamazoo, Mich. 49003
16. Edward Fry - Rutgers University - New Brunswick, N.J. 08903
17. Charles Mangrum - University of Miami - Coral Gables, Fla. 33146
18. Joseph Nemeth - Bowling Green State University - Bowling Green, Ohio 43402
19. Nick Silvaroli - Arizona State University - Tempe, Ariz. 85281
20. Victor Rentel - University of Tennessee - Knoxville, Tenn. 37916
21. Robert McCracken - Washington State College - Bellingham, Wash. 98225
22. William Eller - SUNY State University - Buffalo, N.Y. 14214
23. Donald Cleland - University of Pittsburgh - Pittsburgh, Pa. 15213
24. Kenneth Goodman - Wayne State University - Detroit, Mich. 48202
25. Henry Bamman - Sacramento State College - Sacramento, Calif. 95819

RRN DIRECTORS (Cont.)

26. Theodore Clymer - University of Minnesota - Minneapolis, Minn. 55455

27. Merle Draper - Indiana University - Indianapolis, Ind. 46204

28. Gabriel Della-Piana - University of Utah - Salt Lake City, Utah 84112

29. Kenneth Smith - University of Arizona - Tucson, Ariz. 85721

30. Paul Berg - University of South Carolina - Columbia, S.C. 29208

31. Hap Gilliland - Eastern Montana College - Billings , Mont. 59102

32. Richard Watson - Kansas State College - Pittsburg, Kan. 66762

LOCATION OF READING RESOURCES CENTERS

The above map illustrates the Reading Resources Network concept. Each of the Centers is strategically located throughout the United States to serve populations in a specific geographic region. Each Center will serve a population within a radius anywhere from 25 to 150 miles, depending upon local conditions.

II. DEFINITIONS AND UNIT OPERATIONS

The Reading Resources Network (RRN) is made up of separate, one-stop information centers located in the reading programs of colleges and universities throughout the nation. The establishment of the RRN is a forward step in disseminating research and research-related information for education. Each Reading Resource Center functions under the leadership of ERIC/CRIER. This parent organization is a national clearinghouse established to organize and disseminate significant research and research-related information to teachers, administrators, educational policy-makers, researchers, and interested members of the general public. ERIC/CRIER is supported by the International Reading Association (IRA), Indiana University, and the Educational Resources Information Center of the United States Office of Education.

ERIC/CRIER is the central coordinator for the Network. Each Center supports the concept of ERIC/CRIER as an information producing and disseminating Center by focusing on immediate and long-range goals.

Immediate objectives of the Centers should be to:

(1) obtain the necessary ERIC, ERIC/CRIER, and IRA publications and products;

(2) familiarize the Reading Resource Center staff with the publications of ERIC, ERIC/CRIER, and IRA;

(3) familiarize the Reading Resource Center staff with the operation of the ERIC Network and each of the Clearinghouses in the ERIC system;

(4) organize the Center for operation by spring 1970;

(5) establish procedures for identifying and forwarding significant material in reading education for input to ERIC/CRIER.

Long-range goals should look toward:

(1) bridging the gap between the investigator's immediate needs and the storehouse of information available through the Network Center;

(2) identifying potential users and their needs for information;

(3) providing the best facility possible for dissemination of information as requested by users in the geographic area represented by the Network Center;

(4) assuming a leadership role in promoting local sources of information in all areas of reading;

(5) supplying an inexpensive source for dissemination of relevant, quality research and research-related information in accordance with ERIC/CRIER procedures and specifications;

(6) serving as agents of exchange of reading research activities and research-related materials;

(7) participating in the instruction of users for maximum utilization of the Center's facilities;

(8) studying the effectiveness of the Center's operation in terms of user response and evidence of satisfaction;

(9) analyzing the quantity and quality of information needs and the types of users represented in the Center;

(10) maintaining close contact with the ERIC/Clearinghouse on Reading.

III. ORGANIZATION OF AN INFORMATION CENTER

In order to assure continuing and effective operation of an Information Center, an advisory board together with an executive director should be identified for establishing and operating the Center. The membership of the board should reflect the interests of local school organizations, the research community, and the administrative personnel. An executive officer within the board should assume the chief administrative responsibilities for the operation of the Center.

The advisory board could serve to define the scope of the activities of the Center and make recommendations concerning significant aspects of operation within the local geographic area. The information supplied by this board could lend specific aid to the director and staff of the Center.

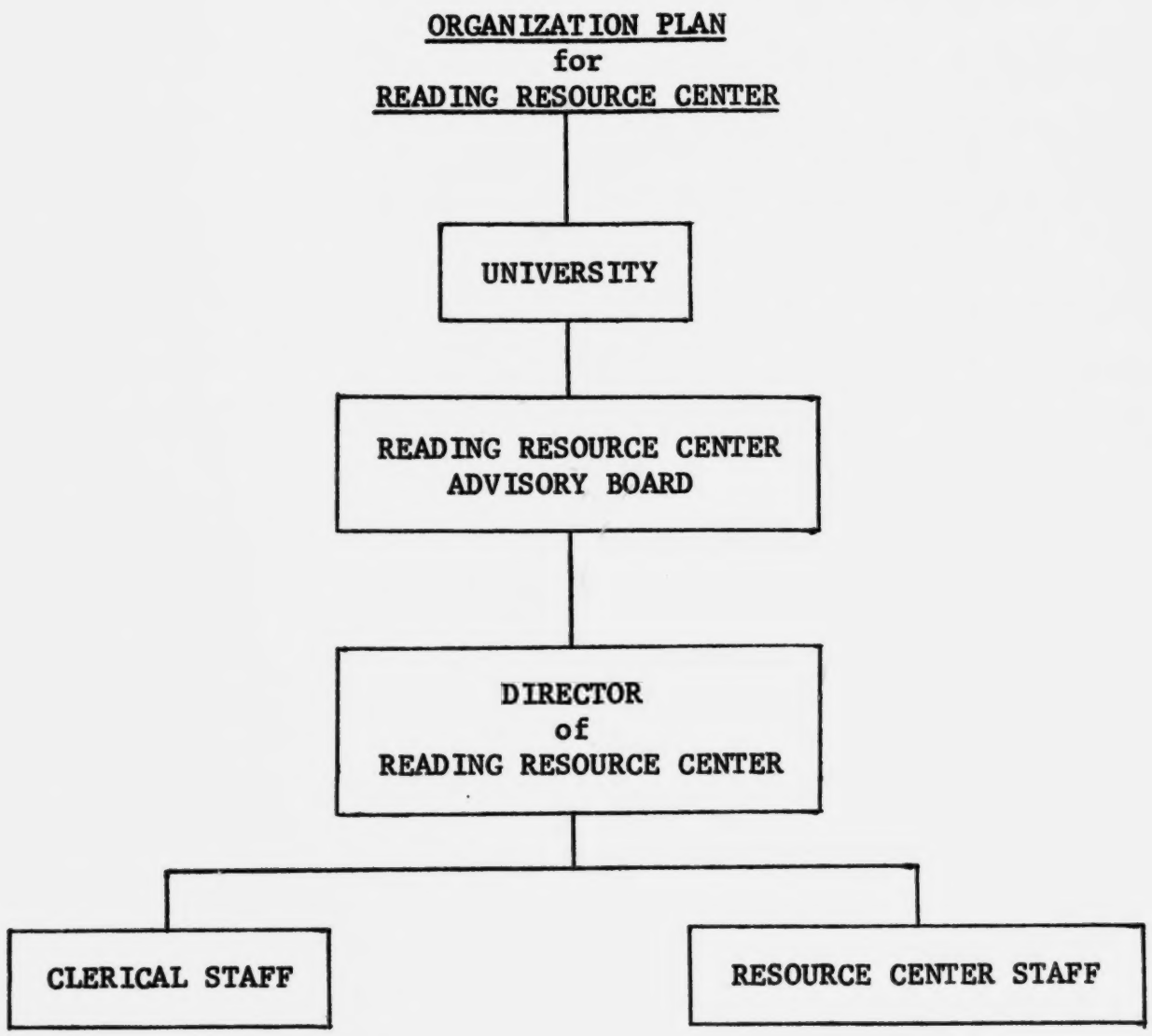
Another segment of organization in the Center is the staff of the Reading Resource Center itself. The staff should be directed by a professional in reading education. This individual could have a part-time assignment in the Center. Other staff members should include secretarial help, a part-time librarian to organize, catalogue, and shelve the materials, and graduate student help to supervise the use of the Resource Center materials. The staff should perform four essential duties:

(1) identify potential users and their need for information;

(2) systematize and disseminate information on ERIC, ERIC/CRIER, and IRA;

(3) provide the best possible facility for assisting individuals in using the information resources of the Center;

(4) identify and acquire significant documents for input to ERIC/CRIER.


ORGANIZATION PLAN
for
READING RESOURCE CENTER
UNIVERSITY
READING RESOURCE CENTER
ADVISORY BOARD
DIRECTOR
of
READING RESOURCE CENTER
CLERICAL STAFF
RESOURCE CENTER STAFF

IV. EQUIPMENT AND MATERIALS

Equipment for effective operation of a Reading Resource Center includes the following items.

ITEM	APPROXIMATE COST
One Microfiche Cabinet	$ 100.00 - $ 150.00
One Regular File Cabinet	75.00 - 100.00
One Desk and Chair	125.00 - 150.00
One 3' by 6' Work Table	40.00 - 50.00
Four Chairs for Work Table	100.00 - 200.00
Two Microfiche Readers	200.00 - 300.00
Two Chairs for Readers	50.00 - 100.00
Wall Bookcases	200.00 - ?
Typing and Mailing	200.00 per year
Subscription to Research in Education	21.00
Subscription to Current Index to Journals in Education	34.00
Comprehensive Membership for International Reading Association 1970-71	35.00

Materials to be stored for reference should include the following collections:

1. A complete set of publications produced by ERIC/CRIER on reading. (These materials will be sent to each Reading Resource Center by ERIC/CRIER. See the Appendix for a list of these materials.)
2. Annually, approximately 350 documents on reading are processed through ERIC/CRIER. It is possible for each Center to secure

these materials quarterly. The cost of the materials for 1967 and 1968 is:

1967, approximately 105 documents, RE 196 700,	$ 33.75
1968, approximately 330 documents, RE 196 800,	116.00
Estimated Quarterly Standing Order, RE 196 901,	30.00

See the Appendix for directions for ordering the products produced by ERIC/CRIER.

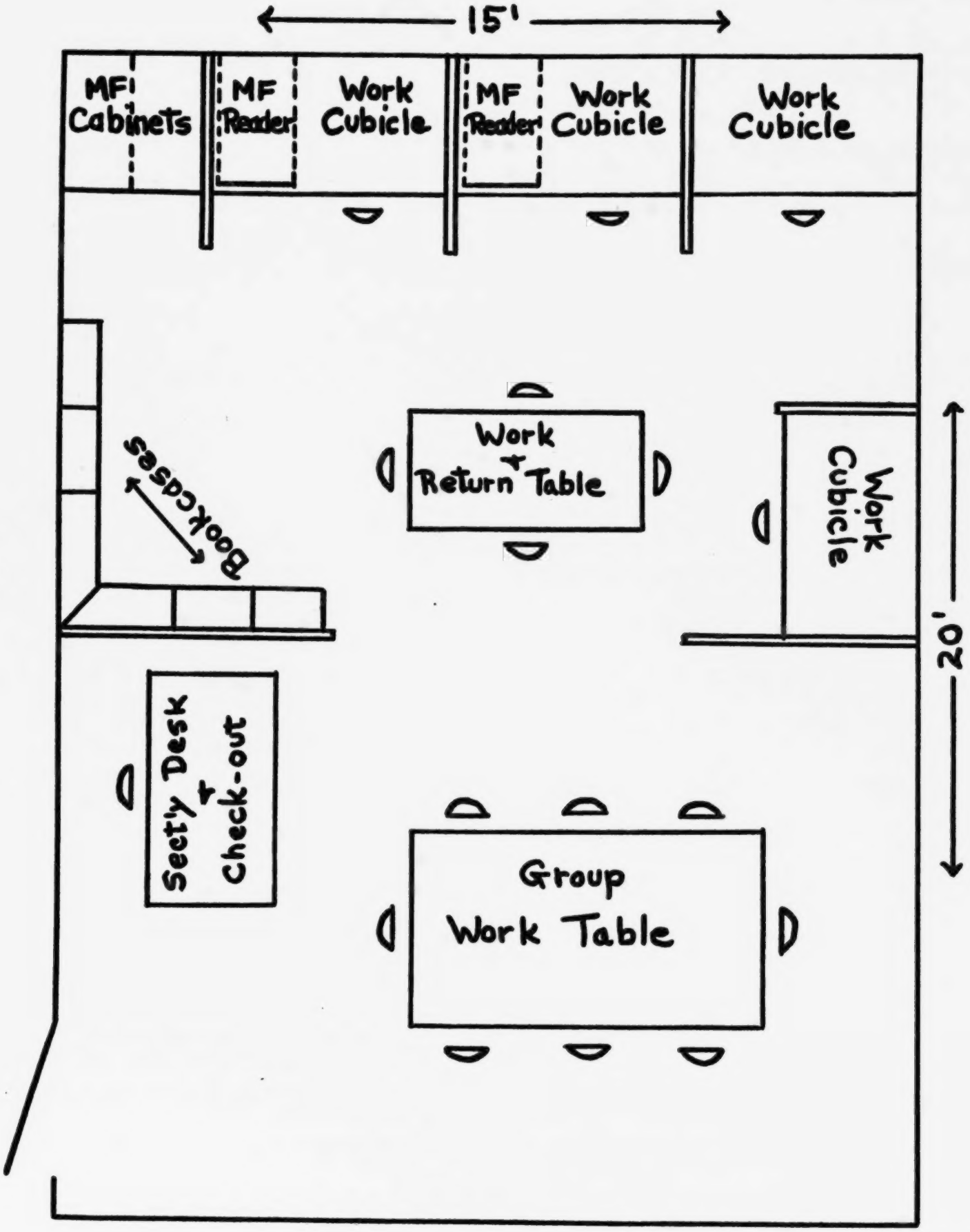
3. International Reading Association (IRA) Publications

These publications include a wide variety of research-related materials which are available for dissemination by the Resource Center through the cooperation of the International Reading Association.

See the Appendix for a suggested listing and cost of these publications.

4. Other Information Sources recommended by ERIC/CRIER are found in the Current Index to Journals in Education (CIJE). CIJE includes detailed indexes for articles in approximately 300 education and education-related journals. Annotations for a number of journals in reading and psychology will be supplied for Current Index to Journals in Education by the ERIC/CRIER staff beginning with the January 1970 issue of the CIJE publication. These items will be found in the Main Entry Section, under the topics 420 Psychology, 440 Reading, and Conference Proceedings.

SUGGESTED
PLAN FOR WORK SPACE



V. PROCESSING INFORMATION REQUESTS

The relation of the information service of the Reading Resource Center to potential users is an area which will determine the success or failure of the Center. The Center should assume the responsibility for seeing that old and new information promptly reaches the people who should know of it, that its significance is pointed out, and that its use is encouraged. The Advisory Board should assist in identifying users and establishing dissemination policies.

Each Center should design some processing procedures for satisfying information requests. It can be anticipated that a Center will receive information requests from a very diverse population of users, i.e., teachers, researchers, administrators, parents, undergraduate and graduate students. Regardless of the source of a request, each should be handled as simply and quickly as possible. For example, graduate students would tend to want information in depth on a specific topic, such as "Reading Readiness." Such a request could be handled by referring the student to ERIC/CRIER bibliography Number 15 on Reading Readiness. Also, references could be given to specific textbooks which include sections on "reading readiness." On the other hand, a request from a secondary teacher concerning reading in the special field of literature could be handled by referring the teacher to the International Reading Association (IRA) Perspectives in Reading - Reading Instruction in Secondary Schools. These examples are illustrative of special kinds of possible requests. However, in view of over-all processing patterns, the following guidelines are presented for consideration.

(1) In most cases, requests for information will be received from three sources:

a. immediate requests from persons coming to the Center;

b. correspondence requests from users in the local area;

c. requests sent to Central ERIC or ERIC/CRIER and referred to the local Resource Center.

In view of the source of requests and the facilities available in the Center, the user should be given direction for securing a variety of materials. These directions could include bibliographic materials, microfiche, documents in hard copy, professional textbooks, or any combination of these sources.

(2) The Reading Resource Center will serve as only one source of information in the local area. A user should receive some information from the Center to satisfy his immediate needs. However, reference should be made to other resources for information on reading -- the library, for example -- in the local area.

(3) In some cases, provision should be made for the duplication of materials that are often requested.

(4) Provision should be made for a convenient means of viewing microfiche materials. This should include a semi-darkened area for the microfiche reader and work areas for individuals and small groups.

(5) Some aid should be given to users in directing them to that specialized information which is related to their area of search.

A Problem to Avoid

One problem to avoid relates to the availability of microfiche cabinets. We have found that when cabinets are located in open stacks in the library, refiling and misfiling by the user often creates confusion

of materials, occasional theft, and many hours of search on the part of the librarian in charge of those materials. Consequently, a procedure for checking out microfiche should be established. One procedure for eliminating this problem of misfiling is to have the microfiche filed only by the Resource Center staff.

VI. DISSEMINATION OF INFORMATION

The Reading Resource Center which functions merely for the storage of information resources is only of potential value to the field. The Center should develop visibility in the local geographic region so that awareness of the Center and its information resources are realized. Essentially, the major task of the Reading Resource Center will be to initiate and maintain a flow of information in the field. Such a task could proceed in several phases. The Center could --

(1) identify potential users of information by listing reading teachers, researchers, administrators, and other key individuals and place their names on the Center's active mailing list;

(2) make initial contacts through announcements of Center activities to those individuals on the mailing list;

(3) develop a brief newsletter to describe on-going activities of the Center, to announce new publications, and to alert the users to the availability of packages of various types of information materials.

Within the framework of processing information requests, users can be referred to bibliographies developed by ERIC/CRIER, to the products of the International Reading Association, to the standard texts in the field, to the published and unpublished reports on reading included in Research in Education, and the Current Index to Journals in Education.

These activities are illustrative of effective ways to disseminate information on reading. Later, activities could include seminars, workshops, and institutes in conjunction with the graduate program in reading education in the universities involved in the Reading Resources Network activities.

VII. EVALUATION OF SERVICES

The effectiveness of the Reading Resource Center's operation will be determined by a number of factors. One such factor is the services of the Center. Services of information centers are usually evaluated in terms of user satisfaction. Both the quantity and quality of user services should be evaluated. Therefore, some comments on the evaluation of the functioning of the Center are offered, and a sample data collection sheet is attached.

Before evaluation is possible, each Center should select criteria for determining the effectiveness of its services. Because these criteria may differ from one geographic area to another, each Center should design an organized plan for evaluation which is tailored to reflect the characteristics of the area served, and the type of users of the research-related materials disseminated by the Center. Users of the services, whether they are administrators, teachers, researchers, work-shop groups, or other interest groups, should report on the usefulness of the resources provided by the Center. Also, interviews and questionnaire surveys, which are carried out periodically, will serve as excellent tools for feedback for evaluating the services offered by the Center. Essentially, the efficiency of the Center's operations should be evaluated in terms of user requests and their satisfaction with the results of their search for information in the area of reading.

(A sample data collection sheet is attached.)

SAMPLE DATA COLLECTING SHEET

Quantitative Factors

1. Total number of users _____

2. Types and number of users

   a. Professional groups _____

   b. Teachers _____

   c. Administrators _____

   d. Lay individuals _____

   e. Graduate students _____

   f. Researchers _____

3. Total requests for information made during the period _____

   a. By letter _____

   b. By telephone _____

   c. By visit _____

   d. Other _____

4. Types and number of information requests

   a. Bibliographies or literature referrals _____

   b. General questions _____

   c. References by author, institution, etc. _____

   d. References by topic _____

   e. Document availability for purchase, etc. _____

5. Types of information requests answered _____

   _____

6. Number of special document requests not obtained in the files

   _____

7. Number of requests rejected _____ Reasons for the rejections

_____

8. Promotional products for dissemination of the Center's activities

   a. Audio-visual promotional materials _____

   b. Information briefs _____

   c. Displays of bulletins, newsletters, etc. _____

   _____

   d. Speeches _____

   e. Letters _____

   f. Participation in conferences, seminars, etc. _____

   _____

   g. Professional visits _____

   h. Other promotional services by the staff _____

   _____

Qualitative Factors

The ultimate goal of the specialized information center is to deliver to its clientele that body of information which is potentially or actually useful. Evidence of user satisfaction is a necessary element in the evaluation process. A simple feedback form could be attached to each check-out ticket with the request for the following information.

1. Does this information satisfy your needs? yes no
2. Was the processing speed for the request satisfactory? yes no
3. What suggestions do you wish to make for improving the services of this Resource Center? _____

   _____

   _____

Signed _____

APPENDIX

A. ERIC/CRIER Publications

B. IRA Publications

C. Directions for Ordering ERIC/CRIER and IRA Publications

D. ERIC Resume Form

E. Suggested Training Procedure for RRC Staff

F. Acquisition Statement — ERIC/CRIER

APPENDIX A

READING RESOURCES

for the 70's

"...we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all -- that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability."

U.S. Commissioner of Education, James E. Allen

Reading Resources for the 70's

ERIC/Clearinghouse on Retrieval of Information and Evaluation on Reading...a national clearinghouse to organize and disseminate significant research, information and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE.

The "knowledge explosion" is one of the realities of modern life. Knowledge is being created almost at a rate faster than it can be digested or disseminated. To aid educators both in locating and using knowledge, the U.S. Office of Education created ERIC -- the Educational Resources Information Center. ERIC is an information system designed specifically for American education. ERIC's aim is to speed the flow of educational research and information to the people who need it: teachers, administrators, researchers, educational policy-makers, and interested members of the general public.

The ERIC Clearinghouse on Reading is one center in the nationwide ERIC network of information centers. Its task is to organize, analyze, and make available documents and products which will serve as basic information resources for people in the field of reading. The information analysis activities of the Clearinghouse on Reading have produced a wide variety of resources:

Guides to Information Sources in Reading
State-of-the-art Monographs
Interpretive Monographs Directed to Special Audiences
Special Bibliographies and Reviews
Broad Subject Bibliographies
Basic References on Reading
Bibliographies Related to ERIC Special Collection Publications

Any or all of these items can be acquired. ERIC documents are announced in Research in Education,[1] a monthly abstract journal of the ERIC system, and are normally made available through the ERIC Document Reproduction System which is indicated in citations as EDRS. Documents are available in two forms: microfiche and/or hard copy. Microfiche is quite economical -- a single fiche costs twenty-five cents and contains 60 to 70 pages of a document on a 4" by 6" sheet of microfilm. Hard copy is a slightly reduced reproduction of an original document and can be read without machine aid. It sells for five cents per page.

Some ERIC/CRIER information analysis products are available through the International Reading Association, the professional organization which with Indiana University sponsors the Clearinghouse on Reading. Documents available from IRA are also available from EDRS in microfiche, but not in hard copy. Complete IRA and EDRS ordering instructions are given at the end of this appendix.

ERIC/CRIER presents the following reading resources as aids to teachers, administrators, researchers, students, and others working toward Commissioner Allen's goal "...of assuring that by the end of the 1970's the right to read shall be a reality for all...."

---

[1]Subscriptions are available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $21.00 a year, domestic mailing and $26.75, foreign mailing.

GUIDES TO INFORMATION SOURCES IN READING -- The Clearinghouse on Reading is preparing a series of guides to acquaint people with the wealth of materials available for teaching, testing, researching, and generally surveying the field of reading.

* Guide to Materials for Reading Instruction (ED 019 528, microfiche $1.25, hard copy $13.95 from EDRS).

Materials currently available from 78 publishers for use in the teaching of reading are classified and described according to title, type, reading difficulty, interest level, and skill development. Cited materials include basal reading materials, specific reading skill materials, and remedial and developmental materials such as workbooks and programmed texts. Entries are organized alphabetically according to publisher and are divided into basal and nonbasal categories. Basal programs are arranged sequentially from readiness materials through the various reading levels. Nonbasal materials are arranged according to type. The names and addresses of participating publishers are included.

* Guide to Materials for Reading Instruction, Supplement 1 (ED , microfiche $, hard copy $ from EDRS).

Supplement 1 updates the first edition of the Guide by announcing new materials of contributing publishers, adding the products of 22 new participating publishers, and correcting some entries in the first edition of the Guide. Additional material is included in the introduction to explain the classification plan fully.

* Guide to Tests and Measuring Instruments for Reading (ED 022 973, microfiche $0.50, hard copy $4.95 from EDRS).

This two-part guide was designed to serve as a comprehensive source of information on 170 published reading tests. Part I provides descriptive information about each test: (1) the name as listed on the front cover of the test booklet, (2) the publisher's suggested grade or age level for test use, (3) the type of test: individual or group, (4) norming data: population, descriptive information, and extensiveness, (5) subtest names as indicated in the test booklet, (6) the number of available forms, (7) the original publication date, (8) the revision date, (9) the authors, (10) the publisher, and (11) the time needed for giving directions and administering the tests. Part II provides an index to research articles which have reported use of the tests described in Part I. These research references are taken from reading research reported in ERIC/CRIER basic references and are indicated by ERIC/CRIER document numbers. The names and addresses of the 45 participating publishers are included.

* 20 Year Annotated Index to The Reading Teacher (ED 031 608, microfiche $0.75 from EDRS).

The Index contains annotations of 816 articles which have appeared in the 20 volumes of The Reading Teacher. Each article is organized according to its major focus in one of eighteen categories and cross-referenced to other related categories. The hard bound volume of this publication is available from the International Reading Association for $3.00 to members of the Association and $3.50 to non-members.

STATE-OF-THE-ART MONOGRAPHS -- The Clearinghouse views its state-of-the-art monographs as an important activity in information and research analysis. Monographs are authored by persons with a critical knowledge of a particular area. The author deals with the area in terms of the current state of knowledge, its practical implications, research gaps and needs, theoretical controversies, and implications for future research and classroom practice.

ERIC/CRIER state-of-the-art monographs are published by the International Reading Association and available to members of the Association for $3.00 and non-members for $3.50. The monographs are available in microfiche only from the ERIC Document Reproduction Service.

* A. Sterl Artley, Trends and Practices in Secondary School Reading, International Reading Association, Newark, Delaware, 1968, pp. 131. (ED 024 560, microfiche $0.75 from EDRS).

The monograph reviews more than 180 research studies reported during the last decade on (1) secondary school reading achievement, (2) status factors related to growth in reading, (3) progress of reading instruction, (4) instructional procedures, (5) student reading interests, and (6) secondary reading personnel preparation. The author points out that the decline in reading growth which occurs at the junior high school level results from the lack of systematic reading instruction beyond grade six. The author indicates that a student's emotional, physical, and intellectual competencies, as well as his reading purposes and communication abilities, are directly related to reading growth. General program improvement suggestions include close integration of reading and content-area material, sequential development that provides for individual needs in all areas of reading growth, and complete staff involvement. The use of a variety of reading materials and methods, both mechanical and textual, is recommended for reading instruction.

* Ruth Strang, Reading Diagnosis and Remediation, International Reading Association, Newark, Delaware, 1968, pp. 175. (ED 025 402, microfiche $1.00 from EDRS).

This monograph reviews the literature on diagnosis and remediation in reading and is organized around the following points: (1) the nature

ERIC/CRIER SPECIAL BIBLIOGRAPHIES AND REVIEWS -- These publications survey special areas, levels, and problems in the field of reading.

* Recent Reviews and Bibliographic Resources for Reading Research (ED 013 344, microfiche $0.50, hard copy $4.50 from EDRS).

Presents descriptive abstracts of 259 useful documents related to reading research, published between 1957 and 1966. Articles which reviewed research, analyzed topics in reading, or provided fairly extensive lists of references are included.

* An Annotated Bibliography of Selected Research Related to Teaching Reading in the Secondary School, 1900-1960 (ED 010 757, microfiche $0.75, hard copy $9.60 from EDRS).

Presents a preliminary draft of an annotated bibliography of selected research from 1900 to 1960 related to teaching reading in the secondary school. Over 1,000 studies are reported.

* An Annotated Bibliography of Selected Research Related to Teaching Reading in the Secondary School, Supplement 1961-1963 (ED 010 758, microfiche $0.25, hard copy $1.70 from EDRS).

A supplement to the preceding bibliography. The research included was published in The Reading Teacher research issues from 1962, 1963, and 1964.

* Reading Programs in Secondary Schools (ED 012 691, microfiche $0.25, hard copy $1.35 from EDRS).

Reviews a sampling of secondary school reading programs (senior and junior high schools) described in the professional literature. A 114-item bibliography is included.

* Materials for Adult Basic Education -- An Annotated Bibliography (ED 011 489, microfiche $0.25, hard copy $1.35 from EDRS).

Presents 101 references particularly useful to teachers and administrators interested in developing special programs for Adult Basic Education and Literacy situations. For each item a series of descriptive terms pinpoints the content covered and the major areas of use for primary, intermediate, and beginning high school levels.

* Vision and Reading Ability (ED 015 863, microfiche $0.25, hard copy $1.80 from EDRS).

Surveys significant research on the physiological and functional aspects of vision and reading disability. A bibliography of 70 references and a glossary of terms are appended.

* A Citation Bibliography of Selected Sources on Dyslexia and Learning Disabilities (ED 020 865, microfiche $0.50, hard copy $4.00 from EDRS).

Appriximately 1,400 citations, ranging in date from 1868 to 1967, relating to dyslexia and learning disabilities are included in this bibliography which is a compilation of lists submitted to ERIC/CRIER by investigators interested in the topics.

BROAD SUBJECT BIBLIOGRAPHIES -- The Clearinghouse cannot conduct a special search of its holdings and provide a custom bibliography for individual requests. The Clearinghouse does, however, meet the larger portion of user needs by making indepth searches of its basic reference collection and preparing abstract bibliographies on areas in reading which are most frequently requested and most critical. Such broad subject and content area bibliographies are always under way at ERIC/CRIER.

* Research on Reading in the Content Fields: Mathematics, Science, and Social Studies (ED 024 538, microfiche $0.75, hard copy $6.50 from EDRS).

* Research on Reading in the Content Fields: Language Arts and Literature (ED 024 539, microfiche $1.00, hard copy $11.45 from EDRS).

* Research on Reading in the Content Fields: General and Other Subjects (ED 024 537, microfiche $0.50, hard copy $6.05 from EDRS).

* Research on Elementary Reading: Reading Readiness (ED 026 163, microfiche $0.50, hard copy $6.30 from EDRS).

* Research on Elementary Reading: Word Recognition (ED ~~029 163~~ 028 310, microfiche $0.50, hard copy $6.05 from EDRS).

* Research on Elementary Reading: Critical and Interpretive Reading (ED 030 779, microfiche $0.50, hard copy $3.10 from EDRS).

* Research on Reading: Word Lists (ED 030 778, microfiche $0.25, hard copy $2.90 from EDRS).

These bibliographies are based on a computer search of the ERIC/CRIER basic references. A critical review of the computer search is made, and documents are selected in the particular content areas or on the broad subjects indicated in the bibliography titles. Documents published since 1950 are cited and abstracted in the first section of each bibliography. Documents written prior to 1950 are cited and annotated in the second section. The bibliography on Critical and Interpretive Reading includes an added feature: documents in the first section (written after 1950) are classified in three sections: highly relevant to the subject, relevant, and related.

BASIC REFERENCES -- The basic document collection of the Clearinghouse consists of more than 7,000 citations covering research and research-related reports on reading which have appeared since 1900.

* Published Research Literature in Reading, 1900-1949 (ED 013 970, microfiche $2.00, hard copy $24.90 from EDRS).

* Published Research Literature in Reading, 1950-1963 (ED 012 834, microfiche $1.50, hard copy $19.90 from EDRS).

* Published Research Literature in Reading, 1964-66 (ED 013 969, microfiche $0.75, hard copy $9.10 from EDRS).

These references present 5,645 citations and annotations (1900-1949: 2,883 citations; 1950-1963: 1,913 citations; 1964-1966: 849 citations) on published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data are given for each entry. Entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading.

* International Reading Association Conference Proceedings Reports on Elementary Reading (ED 013 197, microfiche $4.25, hard copy $56.85 from EDRS).

Lists and annotates the important papers on elementary reading published in the yearly conference proceedings of the IRA from 1960 to 1966. The complete text of the 345 papers is provided.

* International Reading Association Conference Proceedings Reports on Secondary Reading (ED 013 185, microfiche $2.25, hard copy $30.20 from EDRS).

Lists and annotates the important papers on junior and senior high school reading published in the yearly conference proceedings of the Association from 1960 to 1966. The complete text of each of the 180 papers is provided.

* Recent Doctoral Dissertation Research in Reading (ED 012 693, microfiche ~~$2.00~~ $1.00, hard copy $11.05 from EDRS).

Lists and abstracts 379 dissertations completed in colleges and universities from 1960 to 1965 in the areas of preschool, elementary, secondary, college, and adult reading.

* Recent Doctoral Dissertation Research in Reading, Supplement 1 (ED 028 055, microfiche $0.75, hard copy $9.00 from EDRS).

A supplement to the bibliography listed above. Supplement 1 cites and abstracts dissertations in reading completed in colleges and universities from 1966 to June, 1968.

* USOE Sponsored Research on Reading (ED 016 603, microfiche $0.50, hard copy $5.30 from EDRS).

The bibliography provides a comprehensive review of all USOE projects on reading and closely related subjects funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the document.

* USOE Sponsored Research on Reading, Supplement 1 (ED 031 606, microfiche $0.50, hard copy $3.05 from EDRS).

A citation bibliography of important research completed on reading and closely related subjects for the years 1966 to July, 1969. Index terms for each document are included.

* Current USOE Projects on Reading (ED 031 607, microfiche $0.25, hard copy $0.90 from EDRS).

Lists projects relating to reading currently funded by the Bureau of Research of the U.S. Office of Education -- period covered: December, 1964 to May, 1969. Project résumés include descriptors related to reading. Information includes project number, title, investigator, institution, proposal date, and descriptors.

* Indexes to ERIC/CRIER Basic References (ED 030 004, microfiche $1.75, hard copy $21.95 from EDRS).

Provides indexes to the references by broad subjects and grade levels. The broad subjects are defined with descriptive phrases chosen from the documents. An author index is also included. The introduction explains the development of the classification system used in indexing.

and levels of diagnosis, (2) the characteristics and conditions related to reading achievement and disability, (3) severe reading disabilities, (4) diagnositc techniques, (5) diagnosing special groups, (6) remediation, and (7) trends, needs, and future directions in diagnosis and remediation. The author notes a growing emphasis on early diagnosis, differential diagnosis, behavioral approach, perception, and learning modalities. She stresses that teachers and clinicians must be helped to improve their competence in using diagnostic instruments and results, in observing student behavior, and in selecting the most appropriate teaching and guidance procedures.

INTERPRETIVE MONOGRAPHS DIRECTED TO SPECIAL AUDIENCES -- This series was designed specifically to present research results in an easily readable style for special audiences in or concerned with our schools. The aim of the series is to shorten the time lag between the demonstration of successful research and practice and its implementation. The papers are published by the International Reading Association and are available to members of the Association for $1.50 and to non-members for $2.00. They are available from the ERIC Document Reproduction Service in microfiche only at prices cited with each paper.

* Reading Problems and the Environment -- The Principal's Role (ED 024 847, microfiche $0.50 from EDRS).

* Establishing Central Reading Clinics -- The Administrator's Role (ED 024 849, microfiche $0.50 from EDRS).

* Treating Reading Disabilities -- The Specialist's Role (ED 024 850, microfiche $0.50 from EDRS).

* Correcting Reading Problems in the Classroom (ED 024 848, microfiche $0.50 from EDRS).

The four books of this Target Series present a broad picture of what schools can do to overcome reading difficulty. Each book is directed to a specific person on a school staff and focuses on a different aspect of treating reading difficulties and the effective roles of the staff in this job. Each book contains interpretation of research as related to a set of causes, model programs aimed at overcoming them, steps for setting up a program, and recommendations and guidelines for those programs.

BIBLIOGRAPHIES RELATED TO SPECIAL ERIC COLLECTIONS -- As ERIC publishes special collections of documents, ERIC/CRIER searches these data bases and develops bibliographies of the reading documents in each collection.

* Title III (PACE) Projects on Reading (ED 017 409, microfiche $0.25, hard copy $2.50 from EDRS).

* Title III (PACE) Projects on Reading, 1967 (ED 023 568, microfiche $0.50, hard copy $4.45 from EDRS).

* Title III (PACE) Projects on Reading, 1968 (ED 029 162, microfiche $0.25, hard copy $2.75 from EDRS).

The first bibliography in this series provides a listing of all reading-related PACE projects reported for 1966. As the titles indicate, the latter two bibliographies provide the same information for 1967 and 1968. In each of the bibliographies, entries include citation data, index terms, and a descriptive abstract.

* Reports on Reading and the Disadvantaged -- Elementary Level (ED 015 350, microfiche $0.50, hard copy $5.65 from EDRS).

* Reports on Reading and the Disadvantaged -- Secondary Level (ED 016 146, microfiche $0.50, hard copy $4.35 from EDRS).

The Educator's Complete ERIC Handbook, the report of 1,700 research reports on the disadvantaged, was reviewed and reading projects and reports were selected according to their level for the Elementary and Secondary bibliographies listed above. Each entry includes citation data, index terms, and a descriptive abstract.

PUBLICATIONS OF THE INTERNATIONAL READING ASSOCIATION

In addition to the reading resources listed in this booklet, the International Reading Association, co-sponsor of the Clearinghouse on Reading, publishes a wide array of bibliographies, monographs, reading aids, convention proceedings, and other special reading materials. A complete list of the more than seventy IRA publications can be obtained by writing the International Reading Association and requesting the "Publications and Membership Information Brochure."

ORDERING INSTRUCTIONS FOR IRA PUBLICATIONS

Publications which are indicated as available from the International Reading Association can be ordered by citing the title and sending the cost listed to:

International Reading Association
6 Tyre Avenue
Newark, Delaware 19711.

ORDERING INSTRUCTIONS FOR ERIC/CRIER PUBLICATIONS

Microfiche and hard copy reproductions of ERIC/CRIER publications which are indicated as available from EDRS can be obtained by writing:

ERIC Document Reproduction Service
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

This information must be furnished to order documents:

1. The accession number (ED number) of the desired document.
2. The type of reproduction desired--microfiche or hard copy.
3. The number of copies being ordered.
4. The method of payment--cash with order, deposit account, charge.
   a. Add a special handling charge of 50¢ to all orders.
   b. Add applicable state sales taxes or submit tax exemption certificates.
   c. Add a 25% service charge on all orders from outside the United States, its territories and possessions.
   d. Payment must accompany orders totaling less than $5.00. Do not send stamps.
   e. $20.00 prepaid EDRS coupons are available upon request from EDRS.

EDRS will provide information on charges and deposit accounts upon request.

ERIC
CRIER

200 Pine Hall
School of Education
Indiana University
Bloomington, Indiana 47401

This prospectus was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government Sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

APPENDIX B

INTERNATIONAL READING ASSOCIATION PRODUCTS

A wide variety of research-related materials are available from the International Reading Association (IRA) publications:

	Approx. Cost
Annotated Bibliographies, (18 in series), by specialists in reading	$9.00
Perspectives in Reading, (12 in series), with focus on specialized areas	$36.00
World Conference Proceedings, (2 in series), including papers delivered in Paris and Copenhagen	$7.00
Invitational Addresses, by leaders in reading	$1.50
IRA Monographs, by ERIC/CRIER and IRA, (2 copies)	$6.00
American Reading Instruction, by Nila B. Smith	$5.25
Reading Aids, (8 in series), with practical suggestions for improving reading instruction	$14.00
Readings on Reading, (3 in series), selected articles in special areas	$9.00
Convention Proceedings, (21 in series), from 1957-1969	$40.50
Seattle Institutes, (5 in series)	$7.00
Boston Institutes, (2 in series)	$6.00
Special Publications, (5 in series)	$9.00
Council Program Aids, (5 kits of program materials to aid in planning meetings)	$125.00
Target Series, (4 in series), implications in research for practical teaching techniques	$6.00
Summary of Research in Reading, a reading research quarterly, (3 copies, 1965, 1968, 1969)	$10.50
Approximate Total Cost	$291.75

APPENDIX C

DIRECTIONS FOR ORDERING MATERIALS

All ERIC/CRIER materials are available from:

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

This information must be furnished to order these publications:

1. The accession number (ED number) of the desired document;
2. The type of reproduction desired, microfiche or hard copy;
3. The number of copies desired;
4. The method of payment, whether cash with order, deposit account, charge, etc.
   a. Add a special handling charge of $0.50 to all orders;
   b. Add applicable state sales taxes or submit tax exemption certificate;
   c. Add a 25% service charge on all orders from outside the United States, its territories, and possessions;
   d. Payment must accompany orders totaling less than $5.00. Do not send stamps;
   e. $20.00 prepaid EDRS coupons are available upon request from ERIC Document Reproduction Service.

EDRS will provide information on charges and deposit accounts upon request.

All IRA (International Reading Association) Publications and Membership information is available from:

International Reading Association
Six Tyre Avenue
Newark, Delaware 19711

APPENDIX D

OE FORM 6000, 2/69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME *

ERIC ACC. NO.				IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒
CH ACC. NO.	P.A.	PUBL. DATE	ISSUE	ERIC REPRODUCTION RELEASE? YES ☐ NO ☒
RE 001 814		69		LEVEL OF AVAILABILITY I ☒ II ☐ III ☐

AUTHOR

TITLE
Successful Approaches to Remediation of Reading Difficulties.

SOURCE CODE	INSTITUTION (SOURCE)
	Columbus Public Schools, Ohio
SP. AG. CODE	SPONSORING AGENCY

EDRS PRICE	CONTRACT NO.	GRANT NO.
1.25; 15.20		
REPORT NO.		BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE 302p.

DESCRIPTORS
*Remedial Instruction; *Methods; *Reading Difficulty; *Intermediate Grades; Student Motivation; Motor Development; Visual Discrimination; Auditory Perception; Listening Skills; Sight Vocabulary; Structural Analysis; Reading Comprehension; Phonics; Study Skills

IDENTIFIERS

ABSTRACT

Activities used with intermediate-grade students who have reading difficulties are presented, and suggestions for building interest and motivation are listed. Included are (1) motor development exercises such as practice in coloring, drawing, and tracing; (2) activities such as various listening games which are designed to improve auditory perception and listening skills; and (3) reading comprehension exercises which emphasize following directions, grasping the main idea, and locating supporting details. Study skills activities include planning a schedule, improving concentration, utilizing SQ3R techniques, and taking exams. Methods used in developing sight vocabulary and word analysis skills are also presented. (RT)

* This information could be used by the librarian in setting up the local card file.

APPENDIX E

SUGGESTIONS FOR TRAINING MEMBERS OF THE CENTER STAFF

Training sessions should be conducted for the Resource Center staff. These sessions should be concerned with background information on ERIC, ERIC/CRIER, IRA, the relationship between ERIC/CRIER and IRA, and the publications of ERIC/CRIER and IRA.

The materials suitable for background training for all members of the staff are:

1. The Portfolio of Information on Reading, available from ERIC, ERIC/CRIER, and IRA;
2. How To Use ERIC, available from Educational Resources Information Center. This bulletin defines ERIC, what it does, how and who can use it, its tools and products, and what the Center, or individuals, can do for ERIC;
3. The Current Index to Journals in Education. This publication includes detailed indexes for articles in approximately 33 education-related journals;
4. Research in Education, a monthly abstract journal concerning research-related reports, indexed by author or investigator, subject, and institution.

APPENDIX F

ACQUISITION STATEMENT

As outstanding projects and research materials in reading are located, they should be considered for input by ERIC/CRIER. Directives for submission are:

1. Send two copies of any reports, studies, research reviews which the Director or staff of the Reading Resource Center thinks appropriate for input to ERIC/CRIER.
2. Quality control criteria will be applied at ERIC/CRIER. Therefore it will not be necessary for the Director and staff of the Center to analyze or evaluate the reports or studies.